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2016

# Psy.S. in School Psychology 2016

Nova Southeastern University

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## **Psy.S. in School Psychology 2016**

### **General Required Courses**

#### **PSY 700 Learning and Human Development (3 credits)**

This course covers how developmental maturation and social learning shape personality in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality, self-regulation, and self-concept. Applications to the school setting are examined.

#### **PSY 710 Psychology of Exceptional and At-Risk Children (3 credits)**

This course addresses the history, laws, policies, and practices in exceptional student evaluation. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.

#### **PSY 715 Child and Adolescent Psychopathology (3 credits)**

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. Currently used interventions with psychologically troubled youths will be examined.

#### **PSY 720 Biological Bases of Behavior (3 credits)**

This course covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

#### **PSY 735 Organization and Operation of Schools (3 credits)**

This course is designed to provide an overview of education administration. Emphasis is placed on issues related to special education, school and community-based resources, and alternative service delivery systems. The role of the school psychologist as well as that of other support and itinerant staff is explored.

#### **PSY 750 Counseling Theories and Techniques (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed on the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings.

#### **PSY 770 Ethical, Legal, and Professional Issues for School Psychologists (3 credits)**

This course covers standards for professional conduct in school psychology and educational law. Ethical and legal decisions that school psychologists must make, such as scope of professional competence, confidentiality, legal rights of students, duty issues in report writing will be explored. Case examples, current regulations, standards on utilizing assessment data, and issues in counseling culturally diverse students are explored. Emphasis will be similarly placed on the history and foundation of school psychology, service models and methods, as well as public policy.

# Assessment Required Courses

## **PSY 765 Applied Behavioral Assessment (3 credits)**

This course covers basic behavior analytic principles and methods in applied settings. The principles of learning and applied behavior management techniques within the classroom and school setting will be addressed. Particular emphasis is placed upon classroom management and school safety issues. Emphasis is also placed on the functional assessment of behavior as well as techniques in counseling parents and relevant school personnel in behavioral intervention.

## **PSY 780 Psychoeducational Assessment (3 credits)**

This course introduces students to the administration, interpretation, and communication of psychoeducational tests. Emphasis is placed on assessing the visual, auditory, haptic, language, and sensory disorders. Focus is on achievement and process measures, as well as the development of curriculum based assessment. Focus will be placed on interviewing and behavioral observation.

## **PSY 782 Assessment: Intelligence Testing I with Lab (4 credits)**

The administration, interpretation, and communication of results of the Wechsler scales are the focus of this course. Emphasis is placed on the many aspects of interviewing, behavioral observation, interpretation, and report writing. Special emphasis will be placed on applied skills in the areas of standardized test administration and scoring throughout the utilization of a laboratory component.

## **PSY 784 Assessment: Intelligence Testing II (3 credits)**

The administration, interpretation, and communication of results of the Stanford-Binet, Differential Abilities Scales, and nonverbal measures of intelligence are the focus of this course. Emphasis is placed on utilizing data such as cultural background, limited English proficiency, or handicapping conditions in the choice of assessment devices. Focus will be placed on interviewing, behavioral observation, interpretation, and report writing.

## **PSY 786 Projective/Objective Personality Assessment (3 credits)**

This course will provide an introduction to the theory, administration, scoring, and interpretation of the major projective assessment measures including the Robert, Ås Apperception Test, Thematic Apperception Test, sentence completion, and human figure drawings. The specific value of the projective measures and associated research findings will be discussed. Objective measures, including the Behavior Assessment Scale for Children, the Child Behavior Checklist, and Conner, Ås Rating Scale will be utilized. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports.

## **PSY 789 Assessment of Special Populations (3 credits)**

This course is designed to provide an overview of assessment at consultations and strategies for low incidence and pre-school populations. Emphasis is placed on observational, developmental, and adaptive assessment as utilized with these challenging populations.

## **PSY 792 Integrated Report (3 credits)**

The primary goal of this course is to help the student write a well-integrated and meaningful psychological report and learn the art of providing feedback to parents, teachers, and other professionals. Starting with basic data obtained through interview and developmental history, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses, and a synthesized, integrated, and meaningful psychological report useful to school

personnel. Emphasis will be placed on understanding the legal issues involved in report writing within the school setting.

## **Intervention Required Courses**

### **PSY 705 Social and Cultural Bases of Assessment and Counseling (3 credits)**

This course covers issues involved in the assessment and counseling of culturally and linguistically diverse students. Focus is on the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. This course also examines innovative assessment methods for clients of diverse backgrounds based upon individual characteristics, strengths, and needs. Emphasis will be placed on differentiating between the normal stages of second language acquisition and handicapping conditions.

### **PSY 730 Instructional Strategies for Students with Diverse Needs (3 credits)**

This course covers the principles of curriculum development and related research as they apply specifically to students with various styles, exceptionalities, and achievement levels. Theory and research regarding teaching and instructional planning for at-risk and exceptional students with unique needs are emphasized.

### **PSY 755 School Consultation Skills (3 credits)**

This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed and opportunities for skill development are provided through role-playing.

### **PSY 760 Contemporary Clinical Interventions for the School Psychologist (3 credits)**

The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined that promote the mental health and physical well being of students. Short-term individual psychotherapy techniques as well as structured group therapy programs will be explored.

### **PSY 775 Theories & Research in Reading Instruction, Assessment, and Intervention (3)**

This course covers current theory and research in the area of reading and the application of this knowledge base to reading instruction. Exploration of the various aspects of instruction and curricula that may require modification in order to facilitate academic achievement will be conducted through the use of case examples. Emphasis will also be placed on functional academic/instructional assessment and intervention for students experiencing reading difficulties. Pre-referral academic interventions, early literacy assessment and intervention, and modification of instructional strategies and intervention strategies in regular education settings are also covered.

## **Methodology and Research Required Courses**

### **PSY 740 Educational Statistics (3 credits)**

This course covers basic inferential and descriptive statistics as it applies to educational data and problems. Emphasis will be placed on the application of statistics to program evaluation in school psychology.

**PSY 745 Research Design (3 credits)**

Competencies required for the design, implementation, and evaluation of educational research, including: problem formulation and analysis, sample selection, instrument selection, formulation of research design and procedure, and data analysis. Emphasis will be placed upon the evaluation of research, translation of research into practice, and the ability to plan and conduct program evaluations for the improvement of services within the schools

## **Practicum and Internship Required Courses**

**PSY 800 Practicum in School Psychology School Based (3 credits)**

The purpose of the school-based practicum is to provide students with an orientation to school and community professionals as well as to clarify the role of the school psychologist. The student will have the opportunity to observe school psychologists conduct psychoeducational assessment, develop behavioral interventions, participate in child study team meetings, and provide feedback to parents. Students are expected to gain experience working with children in a multitude of settings, including preschool, elementary, middle and senior high school as well as special education centers. Students are placed in a school setting one day per week and attend a university-based seminar.

**PSY 805 Practicum in School Psychology Applied Skills (3 credits)**

The purpose of the practicum is to introduce the school psychology student to the practice of assessment with clients within a clinical setting. Other opportunities may include short-term psychotherapy.

**PSY 810 Internship in School Psychology (6 credits)**

The student is required to complete a supervised field placement in a public or private school setting or related agency, covering a 30-week period of 1,200 hours. This will provide the student with an opportunity to demonstrate competencies and refine skills in the areas of assessment, consultation, and intervention.